

This English course is designed to support Shrewsbury High School's "Mission Statement" and targets the following specific student expectations by providing opportunities for students to:

- Fulfill individual academic potential. (#1)
- Develop and apply critical and creative thinking skills. (#2)
- Demonstrate an understanding of our American heritage. (#3)
- Develop competency in the use of information and technology. (#5)
- Formulate and express opinions supported by facts and data in effective presentations. (#6)
- Demonstrate effective reading, speaking, writing, and listening skills. (#7)
- Participate in collaborative and cooperative learning. (#8)
- Demonstrate self-discipline and personal responsibility for learning. (#9)

Title: American Studies English (Grade 11)

Course Description:

American Studies combines all of the traditional aspects of eleventh grade English and U. S. History, but emphasizes the relationship between the two courses by studying them together with two teachers. In this way the underlying concept of man and history that has formed a uniquely diverse but common American heritage can be explored by showing the relationship among our literary, cultural, artistic, philosophical, and scientific traditions.

The correlation between literature and history will be emphasized. Field trip experiences and visiting lecturers will give the student a chance to experience various aspects of our past and present culture. Each student will learn the techniques of doing research using both traditional and technological methods and will produce several short research papers and projects.

Expectations:

Students will:

- Understand the effect which historical conditions, philosophical and social movements, prevailing values, major events, economic factors and important figures have had on the literature produced in this country.
- Become familiar with the elements unique to different time periods in American history: Colonial and Revolutionary period, Romantic/Transcendental period, Regionalism, Realism, Naturalism, Modernism, and Post-modernism.
- Explore how war and the issues surrounding war effect the literature produced during that time.
- Examine how an author's life experiences may directly affect his or her writing.

- Study definitions of literary terms (e.g., dramatic irony, satire, free verse) and practice applying these terms both in discussion and in writing about literature.
- Read, discuss, and write about literature in terms of the essential questions that guide each unit.
- Learn independently and take responsibility for their own learning.

Units:

Please note that all units listed below incorporate reading, writing, critical thinking, research, listening, and speaking skills. These thematic units will begin after students complete summer reading assessments and generate a time line that highlights historical events and important American writers.

I. American Dreams/American Realities

Novel: Fitzgerald's The Great Gatsby

Short fiction:

- Hawthorne's "Young Goodman Brown" (handout)
- Poe's "The Fall of the House of Usher" (208-22)
- Chopin's "The Story of an Hour" (546-9)

Poetry:

- Wheatley's "On Being Brought from Africa to America" (handout)
- Dunbar's "We Wear the Mask" (672-73)
- Robinson's "Richard Cory" (682-3)
- Eliot's "The Love Song of J. Alfred Prufrock" (864-9)
- Harlem Renaissance poets:
Cullen's "Any Human to Another" (959)
McKay's "The Tropics in New York" (960-61)
Hughes's "The Negro Speaks of Rivers" (965)
Toomer's "Storm Ending" (968-9)
Bontemps's "A Black Man Talks of Reaping" (970)
- Plath's "Mirror" (1236)
- Ortiz's "Hunger in New York" (1254)
- Dove's "This Life" (1264)

Nonfiction:

- Franklin, from The Autobiography (108-18)
- Jefferson's "The Declaration of Independence" (142-5)
- Douglass, from My Bondage and My Freedom (426-31)

II. War and Peace: Hawks and Doves

Play: Miller's The Crucible

Short fiction:

- Bierce's "An Occurrence at Owl Creek Bridge" (526-33)
- Crane's "A Mystery of Heroism" (handout)

- Hemingway's "In Another Country" (722-7)
- O'Brien's "Ambush" (handout)

Poetry:

- Crane's "War Is Kind" (667-8)
- Lowell's "Patterns" (876-9)
- Sandburg's "Grass" (894-5)
- Frost's "Mending Wall" (927-8)
- Frost's "Fire and Ice" (945)
- Jarrell's "The Death of the Ball Turret Gunner" (1215)

Nonfiction:

- Henry's "Speech in the Virginia Convention" (124-27)
- Lincoln's "The Gettysburg Address" (440-41)
- Chief Joseph's "I Will Fight No More Forever" (450-51)

III. Technology, Change, and Progress

Novel: Salinger's The Catcher in the Rye

Short fiction:

- Irving's "Rip Van Winkle" (handout)
- Porter's "The Jilting of Granny Weatherall" (748-55)
- Barthelme's "Engineer-Private Paul Klee..." (1086-88)
- Paley's "Anxiety" (1102-05)

Poetry:

- Dickinson, various poems
- Whitman, from "Song of Myself" (456-61)
- Williams's "The Red Wheelbarrow" (890)
- Williams's "This is Just to Say" (891)
- Cummings's "since feeling is first" (918)
- Cummings's "anyone lived in a pretty how town" (919-20)
- Cummings's "old age sticks" (921)
- Frost's "Birches" (924-6)
- Frost's "After Apple Picking" (932-4)
- Frost's "The Death of the Hired Man" (935-41)
- Frost's "Out, Out—" (942-4)
- Auden's "The Unknown Citizen" (953-4)
- Stafford's "Traveling Through the Dark" (1240)
- Angelou's "Still I Rise" (handout)

Nonfiction:

- Emerson, from Nature (268-69)
- Emerson, from "Self-Reliance" (270-71)
- Thoreau, from Walden (282-89)
- White's "Walden" (816-21)
- Momaday's "A Vision Beyond Time and Place" (1156-73)

IV. American Identity

Novel: Twain's The Adventures of Huckleberry Finn

Short fiction:

- Jewett's "A White Heron" (536-43)
- Cather's "A Wagner Matinee" (552-9)
- London's "To Build A Fire" (562-73)
- Steinbeck's "Flight" (772-85)
- Faulkner's "The Bear" (788-99)

Poetry:

- Bradstreet's "Upon the Burning of Our House" (15-18)
- Longfellow's "Paul Revere's Ride" (handout)
- Lazarus's "The New Colossus" (handout)

Nonfiction:

- Delaware Indian, from The Walam Olum (22-5)
- Adams's "Letter to Her Daughter from the New White House" (148-51)
- Crèvecoeur, from Letters from an American Farmer (154-7)
- Thurber's "The Night the Ghost Got In" (832-7)
- McPhee, from Rising from the Plains (1176-86)

Materials:

Text: *The American Experience* (Prentice Hall)

Assessment:

- Teacher made tests/quizzes
- Writing assignments
- Class participation
- Small group discussion
- Homework
- Common semester exam in January (20% of first semester grade)
- Research papers and projects
- Performance Assessment based on course objectives (3 weeks including presentations; 25% of second semester grade)
- Writing folders
- Reading record cards